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ABSTRACT

This progress report summarizes the activities from June to August, 1972, of the Experimental Manpower Laboratory for Corrections at Draper Correctional Center. EMLC studies are designed to determine if behavior modification techniques are feasible and provide viable alternatives to aversive control. In the Token Economy (Ecology) Project, inmates are rewarded for socially acceptable behavior on the institution farm, in the basic education component, and in the experimental cellblock. The Contingency Management study, the basic education component, uses a system of contingency contracting covering units of programmed instruction prescribed for each subject on the basis of his pretest score on the Tests of Adult Basic Education. Baseline data for individuals and the group were collected during this report period. Phase I of Correctional Officer Training was completed; it involved completion of self-instructional booklets. Followup studies for 1969 and 1971 are under way. The Lab is also involved in preparing and disseminating a number of measurement and training instruments and publications and technical consultation, conferences, seminars, workshops and other professional activities. (KM)

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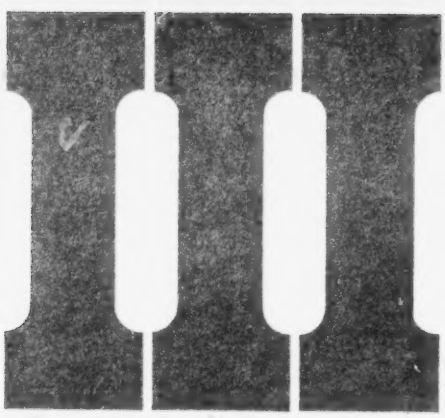

PHASE III PROGRESS REPORT

EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS

JUNE - AUGUST, 1972

Aug 4 1971

The Rehabilitation Research Foundation (RRF), a private, nonprofit organization located at Draper Correctional Center in Elmore, Alabama, has been studying problems in corrections over the past ten years. The RRF operates the Experimental Manpower Laboratory for Corrections (EMLC), working with the prison population in a series of studies which are designed to increase the treatment potential of the institution. The ultimate goal of EMLC studies is to find ways to prepare the released offender to be a functioning citizen in free-world society.

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THE EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS

Rehabilitation Research Foundation

Progress Report on Phase III
June through August, 1972

RRF-12-10-72

This report on the Experimental Manpower Laboratory for Corrections (EMLC) was prepared under contract No. 82-01-69-06 with Manpower Administration, U. S. Department of Labor. Organizations undertaking such projects under Federal Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor or other federal agencies mentioned herein.

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INTRODUCTION

In the search by correctional planners for new methods to replace traditional reliance on aversive control, behavior modification has emerged as a possibility. It has already proven successful in programs operating in mental institutions, the military, and juvenile detention facilities. But can behavior modification be used successfully in an adult correctional setting, given the many variables operating there? The answer to this question is the central focus of many of the ongoing studies being conducted by the Experimental Manpower Laboratory for Corrections (EMLC). Studies by the EMLC at Draper Correctional Center are designed to determine if behavior modification techniques are indeed feasible and do provide viable alternatives to aversive control.

The Lab's *token economy* (Ecology Project) operates inside of the institution, occupying one cellblock there. Reversing the traditional focus on undesirable behavior, in the Ecological Unit the residents are rewarded for socially acceptable behavior. This method of controlling inmate behavior has proven to be an effective alternative for the management of an institution. The present cycle of the token economy continues to study behaviors occurring on the Unit but has been expanded to include behaviors on the institution farm and in the basic education classes.

These classes form the basic education component of the Ecology Project while providing subjects for the Lab's *contingency management* (C-M) study. The present study is one of a series conducted to test ways of increasing the efficiency of learning behavior, an issue of considerable importance to education programs for prison inmates, men who in a relatively short time must make up for years of lost educational time. The Lab studies have demonstrated that the use of C-M procedures can provide systematic control of learning contingencies to achieve optimum performance results. C-M techniques can also be adapted for use in individualized vocational instruction in institutional training programs.

The success or failure of behavior modification programs can often hinge on the ability of the line staff to operate the programs and implement the procedures. To introduce the institution's line staff–the correctional officers–to the use of behavior modification techniques as a more effective way to manage inmate behavior, the EMLC has developed a self-instructional package to be used in a training program. The present *Correctional Officer Training* (COT) project is serving as a tryout for the training package. When the officers have learned to use behavior modification, they can then be trained to operate such specific programs as the token economy.

Evaluation is built into the Lab's programs to determine their immediate effects, but the ultimate test of program effectiveness occurs after the man is released from the institution to the community. The Lab is presently conducting its second *longitudinal follow-up study* in the community, using a battery of behavioral assessment instruments to systematically gather the information needed for program evaluation and planning. Several of these instruments have demonstrated a capacity for predicting recidivism, a key measure of program effectiveness.

While the Lab's chief commitment is to the design, implementation, and evaluation of experimental programs, an equally important responsibility is that of dissemination for *utilization*. The Lab's findings must be disseminated in a form useful to others working with the offender or similar disadvantaged populations. This dissemination takes many forms, ranging from preparation and distribution of printed materials to speaking engagements. On-site orientation, training workshops, and the development of staff training materials are also an important part of the process of dissemination for utilization.

The activities in these Phase III studies–Token Economy, Contingency Management, Correctional Officer Training, Follow-Up, and Utilization–are reported here for June, July, and August, 1972.

TOKEN ECONOMY (ECOLOGY) PROJECT

The concept of replacing aversive control procedures with a token economy model to manage behavior is relatively new to correctional institutions, although the token economy has been successfully used in the military, in mental institutions, and in programs for predelinquent youth. The list of advantages of the token economy model for a correctional institution is impressive. The token economy closely resembles the free-world economy in that the inmate is reinforced for socially adaptive behaviors. Thus it provides a base for rehabilitation programs in which inmate behavior can be treated and simultaneously controlled while lessening the need for aversive control. Ideally, a hierarchy of objectives would be set for the inmate's behavior before he would be eligible for parole or release, rather than having eligibility based on the portion of the sentence served. This way each man could work to earn his release. Additionally, the elimination of money as a medium of exchange in the institution may solve some of the problems associated with money by putting each inmate on an equal basis in terms of financial position and earning power. There would be, for example, no "haves" buying sexual favors from "have-nots" or paying for soft institutional work assignments. The use of non-exchangeable tokens should also discourage gambling.

The Lab's Ecology Project explores the feasibility of applying the token economy model to adult corrections by adopting it on a small scale, using one cellblock of the institution. The maximum population of the Ecological Unit, as this cellblock is called, is 40 men. The Unit residents earn tokens (points) for selected activities, and they may redeem these points for certain potential back-up reinforcers available on the Unit–privileges or items purchased at the Unit's "point store." One of the most significant features of the token economy is that all contingencies (relationships between behaviors and their consequences) are subject to manipulations. This allows the Unit staff to analyze and

evaluate the effectiveness of numerous techniques and methods of obtaining desirable behavior.

First and Second Cycle Project Design

The first cycle of the token economy began in EMLC Phase II on September 1, 1970, and ended early in Phase III on December 26, 1971. The project design called for first evaluating the effectiveness of the traditional control techniques employed in correctional settings and then, as a comparison, the effectiveness of the token economy in (1) motivating the performance of routine institutional work assignments, (2) developing and maintaining behaviors that reflect a range of personal skills deemed necessary for postrelease success, and (3) motivating participation in the remedial education program. Correspondingly, the project design focused on three types of behavior occurring on the Unit: performance of work assignments, convenience behaviors (personal appearance, bed making, keeping the living area neat and clean, etc.), and educational activities specifically related to academic learning. The points the residents earned were kept in a checking account, and the men wrote checks for the reinforcers they selected.

Although the types of behavior being observed in the second cycle of the project are the same as those in the first, the scope of the token economy has broadened to include two areas off the Unit: the institution farm and the project's basic education component, which is operated in another building at Draper. The residents split their day between these areas and the Unit. Convenience behaviors and maintenance tasks are reinforced on the Unit; educational activities, in the basic education component; and performance on institutional job assignments, on the farm.

The points each man earns are punched on a card and marked off as he exchanges them for various reinforcers, thus replacing the checkbook system used in the first cycle. Any points remaining at the end of the day are transferred as "savings" to the next day's card. The punch card system provides immediate, tangible reinforcement because the cards

are punched as the points are earned. This system also simplifies record keeping and enables the men to determine their "balance" at any time by looking at their cards.

Subject Selection

Subject selection for the second cycle of the project was begun on January 6, 1972, and has become a continuous process due to the open-entry/exit feature of the project. Eligibility is determined by several qualifications. An inmate must be: (1) 30 years old or younger when entering the project, (2) serving his first period of imprisonment as an adult felon, (3) eligible for participation in the basic education component, (4) qualified to work on the farm, and (5) eligible for release or parole in or before March, 1973. In lieu of eligibility as indicated in (5), subjects may be selected if they are eligible for release following completion of a 3-, 6-, or 12-month vocational training course offered by the state trade school and/or 6 to 12 months placement on work release following participation in the project.

The Unit population on August 31 was 25, or 62.5% of the maximum capacity. A total of 57 men lived on the Unit during this reporting period, 32 of whom left the Unit at various times and were replaced. The reasons for which these men left the Unit follow:

Frequency of and Stated Reasons for Subject Departure from the Ecology Unit

Reason	Frequency
Basic education prescription completed and placed on institutional job	8
Institutional disciplinary action and full-time employment on institutional work assignment	5
Institutional disciplinary action and transfer to another institution	5
Institutional transfer (without prejudice and/or apparent reason) to road camp	3

Reason	Frequency
Institutional transfer (without prejudice and/or apparent reason) to state training school	3
Basic education prescription completed and employed by RRF as service corpsman	2
Escape	1
Basic education prescription completed and transferred to road camp	1
Sentence expired	1
Paroled	1
Institutional transfer (without prejudice and/or apparent reason) to a full-time institutional work assignment	1
Ineligible for farm work due to medical reasons	1
Unit population at termination of this reporting period	25
Total	57

The demographic information collected on the Unit residents during this reporting period shows that 29 (51%) were black and 28 (49%) were white. Their mean age was 20.1 years, with a range from 16 to 28 years. The mean reported grade level of these inmates was 9.1 grades, with a range from the sixth grade to two years of college. Most of their crimes were against property, with a mean sentence length of 2 years and 6 months. The length of their sentences ranged from 1 year and 1 day to 6 years. The crimes for which these men were convicted and the frequency of representation of those crimes in the Ecology Project population are as follows:

Survey of Crimes Represented in Ecology Unit Population

Crime	Frequency
Aggravated assault	1

Crime	Frequency
Arson	2
Assault with intent to murder	2
Assault with intent to murder and grand larceny	1
Assault with intent to ravish	1
Burglary	14
Burglary and grand larceny	3
Burglary, grand larceny, and receiving and concealing stolen property	1
Carnal knowledge	1
False pretense	1
Forgery	3
Forgery of prescription	1
Grand larceny	13
Grand larceny, buying, receiving, and concealing stolen property	1
Possession of LSD	1
Possession of marijuana	1
Probation violation	2
Receiving and concealing stolen property	2
Sale of marijuana	1
Violation of Alabama Drug Control Act	4
Violation of Alabama Drug Control Act and burglary	1
Total	57

Decision to Delay Token Economy Phase

Baseline data collection for the second cycle on performance on the Unit was begun when the Unit population reached 20 on January 22, 1972. The collection of baseline data in the basic education component began on

March 21, 1972. The token economy phase of the project, in which points are awarded on a contingent/non-contingent basis, was to begin in early May. These plans were changed, however, when Lab staff learned that the institution intended to use a token-economy-like procedure to motivate work performance on the farm. Since the institution's farm procedure and the token economy phase of the Ecology Project were scheduled to begin on approximately the same date, it would be impossible to determine whether changes in performance were a result of the institution's farm procedure, the token economy project, or the combination of the two. Thus it was decided to evaluate the farm procedure before beginning the token economy phase. This also provided the project staff with an opportunity to observe and evaluate the operation of a behavior modification program by relatively unsophisticated personnel and to compare the results with those obtained in the Ecology Project.

Institutional Farm Point System

In the institution's farm procedure, the correctional officers supervising the farm squads rated each inmate on eight occasions during the day as to whether he was working at that particular time. Each inmate earned 1 institutional point for each time he was observed working, plus 1 point each time he reported promptly to the institution's back gate for the twice-daily checking out to the farm assignments. An inmate working on the farm could thus earn a maximum of 10 institutional points each day.

Inmates who resided on the Ecological Unit, however, spent only half a day on the farm. These men earned institutional points in three areas: 4 on the farm (no points were awarded for promptness at the back gate), 4 on the Unit, and 4 in the project's basic education program. This gave them the opportunity to earn 12 institutional points a day, 2 more than the other inmates in the institution. Because the Unit residents did more to earn their points, though, this small differential was expected to have little or no effect.

The points could be exchanged for certain potential reinforcers available in the institution. For instance, a total of 100 points could be exchanged for: (1) a day off from work, (2) a conference with the warden or classification officer, and (3) permission to make a telephone call. These opportunities were again presented to the inmate following each accumulation of 100 points. The third time he earned 100 points, he could then choose (1) a scheduled job change or (2) a meeting with the Custody Board, if he were eligible for a custody change. If he met with the Custody Board and had his security classification reduced to "minimum," he was then eligible for participation in the institution's work release and home furlough programs. Thus his work performance on the farm had the potential of earning him what are generally considered to be highly desirable rewards.

The Draper staff controlled all back-up reinforcers and the delivery of points on the farm. Points earned by each man on the Unit and in the basic education program were totaled by the project staff and reported daily to the Draper staff to be added to the man's institutional point account. Care was taken to insure that the policies and procedures employed on the farm were followed explicitly by the project staff on the Unit and in the basic education program. For example, the Draper staff informed the inmates of the points they had earned at the end of the week, although in a token economy it is preferable to inform the participants immediately when points are earned. Even though the inmates repeatedly asked about the points they had earned, the project staff followed the institution's procedure, telling the men to wait until the end of the week when the Draper staff would inform them.

The chart on page 10 shows the revised experimental design, which uses a multiple baseline procedure to evaluate the effectiveness of the institution's farm point system in regard to the Unit residents. The baseline phase began in March, 1972, during which no points were awarded in any of the three areas. Beginning on May 22, the points awarded on the farm were contingent upon the officer's judgment that the inmate was "on task," i.e., working, during each

Experimental Design for Evaluation of Effectiveness of Institutional Farm Point System

Areas of Inmate Performance Being Observed	Phases			
	Baseline Phase (began March 22, 1972)	Phase I (began May 22, 1972) Start institutional point system and continue for duration of project.	Phase II (began June 5, 1972)	Phase III (began June 19, 1972)
Farm	No points awarded	4 points contingent upon on-task behavior*	4 points contingent upon on-task behavior (no change in contingencies)	4 points contingent upon on-task behavior (no change in contingencies)
Ecological Unit	No points awarded	4 points awarded non-contingently	3 points contingent upon completion of convenience behaviors and 1 point contingent upon Unit maintenance behaviors (change in contingencies)	3 points contingent upon completion of convenience behaviors and 1 point contingent upon Unit maintenance behaviors (no change in contingencies)
Basic Education Program	No points awarded	4 points awarded non-contingently	4 points awarded non-contingently (no change in contingencies)	4 points contingent upon on-task behavior (change in contingencies)

*The points are awarded on a per man, per day basis.

of four prescribed but systematically varied observation times throughout the work period. The performance contingent phase on the Unit began on June 5, when one point was awarded for each of the following: personal appearance satisfactory, bed made, living area neat and clean, and voluntary Unit maintenance tasks completed. Starting June 19, points in the basic education program were contingent upon the educational supervisor's judgment that the inmate was "on task," i.e., studying, during each of the four prescribed but systematically varied observation times during the period the inmate was in the education area.

Token Economy Phase Begun

On July 10, 1972, the token economy phase of the Ecology Project began, with EMLC (token economy) points being awarded contingent upon on-task behavior on the farm and awarded non-contingently on the Unit and in the basic education program, as shown in the chart on page 12. The maximum number of EMLC points awarded in any one of these areas was eight. The institutional points also continued to be awarded during this time.

The EMLC points the inmates earned could be exchanged for a variety of potential back-up reinforcers which were available on the Unit. For example, inmates were charged one point for every 100 minutes spent in the various reinforcing event areas (poolroom, TV room, etc.) and one point for every 50 minutes spent off the Unit, figured on a 24-hour per day basis. In the token economy point store, the current exchange rate equates one point with 5 cents. A cup of instant coffee sells for one point (the least expensive item) and a pack of cigarettes sells for nine points (the most expensive item).

It is too soon to make a conclusive comparison of the effects of the two procedures. However, all indications are that the farm point system has not resulted in the expected increase in on-task behavior. As the token economy phase of the Ecology Project continues, comparison data will be collected and analyzed which may then aid in the institution's operation and evaluation of its program.

Research Design of the EMLC Token Economy Project

Areas of Inmate Performance Being Observed	Phases			
	Phase I (began July 10, 1972) EMLC Token Economy began and institutional point system continued.	Phase II (began August 7, 1972)	Phase III (will begin September 5, 1972)	Phase IV (will begin October 2, 1972)
Farm	EMLC tokens contingent upon on-task behavior	EMLC tokens contingent upon on-task behavior (no change in contingencies)	EMLC tokens contingent upon on-task behavior (no change in contingencies)	EMLC Token Economy and institutional point system continue; projects designed to deal with special problems begin
Ecological Unit	EMLC tokens awarded non-contingently	EMLC tokens contingent upon completion of convenience behaviors and Unit maintenance behaviors (change in contingencies)	EMLC tokens contingent upon completion of convenience behaviors and Unit maintenance behaviors (no change in contingencies)	
Basic Education Program	EMLC tokens awarded non-contingently	EMLC tokens awarded non-contingently (no change in contingencies)	EMLC tokens contingent upon on-task behavior (change in contingencies)	

CONTINGENCY MANAGEMENT

In many basic education and vocational programs operating in correctional institutions, inmates do not volunteer to participate but are instead selected. Thus the initial incentive to learn may vary widely from individual to individual. Once the program has begun, the restrictions of the classroom setting and the generally poor educational background of the men may cause motivation to further fade as the work becomes increasingly difficult. Motivation can be provided, however, through the use of contingency management (C-M), a behavior modification technique which systematically arranges reinforcing consequences of behavior and promotes optimum achievement and mastery of skills.

The effectiveness of C-M has been demonstrated in a series of studies conducted by the EMLC, using a system of contingency contracting. In the Lab's contingency contracting system, the subject (*S*) and the instructor sign a contract agreeing to the quantity and quality of work the man is to complete and the payoff he will receive. Contingency contracting is applicable to both individualized vocational training and basic education.

In the Lab's basic education component, each contract covers units, or modules, of programmed instruction prescribed for each *S*'s specific academic deficiencies as determined by his pretest score on a standardized achievement test, the Tests of Adult Basic Education (TABE). The contract designates the modules to be completed, the percentage score necessary to pass the module test, and the point value of passing each module test. To earn the points, *S* must either pass the module pretest, which exempts him from taking that module, or complete the prescribed work and then pass the first module posttest. He cannot begin work on a new module until he has passed either the pretest or posttest for the previous module.

Current Study

The C-M studies conducted by the EMLC in the past have functioned independently of other Lab projects, using different *S*s and different reinforcers. However, to coordinate efforts and to expand the influence of the token economy, the present C-M study has the same population as the basic education component of the Ecology Project. The C-M study *S*s are Ecological Unit residents, and token economy points are used as reinforcers.

Eligibility for participation in this C-M study was determined by M-level TABE testing: *S*s must have a reading grade level which equals or exceeds 5.0 to be able to work with the basic education materials. *S*s reading below this level were assigned to the Lab's reading program, and entered the C-M study when they reached the 5.0 M-level in reading. Then they split their time between basic education and the reading program. (The reading program is discussed in the Utilization section of this report.)

During this reporting period, 29 *S*s were enrolled in basic education, although additional *S*s entered the reading program. By August 31, 24 *S*s remained in basic education; 5 had left the Ecological Unit and the C-M study for a variety of reasons. (Refer to page 5.)

Measures Recorded

Multiple baseline conditions existed in this reporting period in which token economy points were awarded non-contingently and institutional points were awarded contingent upon on-task behavior. Contingency contracts were used to record assignments (prescriptions), although no points were being awarded contingent upon performance. *S*s agreed to complete the work and signed the contract. Baseline data, which were collected for both individual *S*s and the entire group, include the following:

1. TABE *Pre and Post Scores*. Posttesting on alternate forms of the TABE occurs at the completion of a prescribed amount of academic work. Each posttest serves as a pretest for the next prescription.

2. *Learning Rate*. The learning rate is computed by dividing the time it is estimated that *S* would take to complete a module of work by the actual time he took. The estimated times are provided by the IPI System. *S*s record their time by punching a time clock for each module of work: their actual time is figured as the time spent on the module minus the time spent on the module pre- and posttest. This index produces interesting data and identifies *S*s who are having difficulties. However, the learning rate should be viewed cautiously in a program geared to be self-pacing, for it could be misinterpreted to imply that all *S*s should exhibit similar learning rates–thus denying the concept of self-pacing upon which the program is based.

3. *Efficiency Quotient* (EQ). This measure represents the percentage of the posttests passed over the posttests taken for each contract or prescription. It appears to be a highly sensitive index of *S*'s modular learning, with a high EQ indicating that *S* has indeed learned the material. A low EQ, on the other hand, indicates test cognizance. Because there are only two test forms for each module, *S* repeats these until he passes a test. Thus he may become very familiar with the items on the test rather than learning the material necessary to pass the test.

4. *On-Task Behavior*. Two different procedures are used to determine the percentage of on-task behavior: a random time sample procedure and a continuous recording procedure. These procedures are carried out for both individual *S*s and for each group of *S*s, the morning group and the afternoon group. In the random time sample procedure, *S*s are observed at eight systematically varying times each morning and each afternoon. (Morning and afternoon *S*s are not the same.) On the basis of these observations, *S*s are awarded institutional points (maximum of four points per man per day). The total number of times on-task is divided by two and rounded off to the nearest whole number to determine the total number of points awarded to

each *S*. In the continuous recording procedure, *S* is continually observed for a given amount of time. That is, each *S* is observed for 10 seconds out of each minute for at least 90 minutes during each three-hour session of his attendance. Reliability for both observational procedures has been consistently in excess of 85%.

5. *Behavioral Incidents*. Incidents such as "horseplay," "insubordination," fights, etc. are recorded. As in the previous reporting period, the frequency of occurrence has been insignificant.

Progress as Measured by the Various Indices

TABE *Pre- to Posttest Gains*

To date, all but 2 *S*s who have been posttested one or more times have shown overall grade gains (N = 13). The median gain for these *S*s is .6; the mean is also .6, with an overall range of -.5 to 1.8. During this reporting period, 7 *S*s qualified to take the General Educational Development (GED) Tests; 6 passed and earned their high school equivalency certificates.

Table 1

Grade Gains
Measured by TABE (Pre- and Posttests)

First to Second Test		Second to Third Test
N	13	2
Median	.6	-------
Mean	.54	1.2
Range	-5 to 1.4	.6 to 1.8

The N diminishes to such an extent that conclusions concerning overall grade gains cannot be easily drawn from the data presented above. These grade gains occurred within a study-time period of approximately 160 hours.

Efficiency Quotient

During this reporting period, the EQ for 21 *S*s ranged from 33.3% to 91.7%, with a median of 52.6%, as shown in Figure 1. Token economy points were awarded non-contingently and institutional points were contingent upon on-task behavior rather than task performance, so the contingency contracts held no cash-in value. This index was expected to show a decline similar to that of the previous reporting period, but showed an overall increase instead. This may have been the result of strong peer group pressure, as these *S*s appeared to be quite competitive. A significant increase is expected when token economy points are made contingent upon EQ.

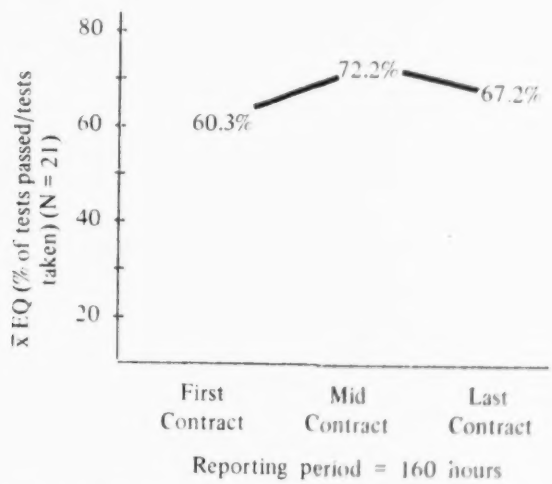

Fig. 1. Mean Efficiency Quotient (EQ) in baseline conditions.

On-Task Behavior

Random time sample observations were made only 53 days of this reporting period. The mean percentage of on-task behavior observed during this period for the afternoon and morning groups combined was 73.1. The morning group appeared to be on task more than the afternoon group, with mean percentages of 84.9 and 59.8, respectively.

A continuous recording procedure was used in making observations 22 days of the 64-day observational period. The mean percentage of on-task behavior recorded by this procedure was 65.5 for the combined groups. Here, too, the morning group was on task more often than the afternoon group, with percentages of 79.1 and 52.4, respectively.

Plans for Next Quarter

The contingencies operating in the C-M study will change in the next quarter. Token economy points will first be awarded contingent upon on-task behavior, then upon task performance as measured by passing module tests (pre or post) on the first attempt. Additionally, points will be awarded for grade gain on the TABE posttests. The various indices of learning are expected to rise as reinforcement becomes contingent upon performance.

CORRECTIONAL OFFICER TRAINING (COT)

With pressure mounting for a new approach to corrections, emphasizing rehabilitation as well as custody, the role of institution staff must be redefined. Correctional officers must be recognized as members of the treatment team and given skills which will enable them to function effectively in rehabilitation programs. Eventually they should be responsible for the operation of such programs as an institutional token economy. To aid the officers in acquiring the necessary skills, the Lab has conducted three cycles of Correctional Officer Training (COT), teaching selected officers the principles of behavior modification.

Previous Training Cycles

Two cycles of training were completed in Phase II of the Lab. All the officers in the institution had indicated an interest in the training and were thus considered volunteers. From these men, a control group of 15 men and two 15-man training groups were then selected at random. Additionally, two officers from other Alabama correctional institutions joined the second cycle training group. The officer trainees spent several weeks in the classroom portion of the training before beginning the practicum exercises, which were conducted by the trainees in on-the-job situations arising from their institutional assignments. Considering the time spent informally in the practicum assignments, each man spent approximately 90 hours in the training program.

An interim report on the first two cycles of training was prepared in May, 1971. The data from all three cycles will be presented in a final report later this year.

Third Cycle Preparations

Preparation for the third cycle COT began near the end of Phase II, when a series of booklets was planned which would present the classroom content of the training in a self-instructional, illustrated format. Work on the booklets carried over into Phase III; ten booklets dealing with the

history of corrections and the principles and techniques of behavior modification were completed. They were tried out in the third cycle training.

Subject selection was also completed early in Phase III by a committee composed of the warden, classification officer, prison psychologist, COT project director, and two shift commanders (fellow officers) who had previously completed training. The trained officers were able to use their training experience in selecting the officers most likely to benefit from the training. The random selection of the earlier trainees had failed to take into account the amount of inmate contact each man had, an important consideration in making the training maximally effective. For the third cycle training, men who had such institutional assignments as tower duty and truck driving were eliminated in order to include other officers whose assignments allowed them more contact with the inmates.

Pretraining assessment measures were taken during the previous EMLC Phase III reporting periods. To determine the characteristics of the trainee population, these measures included an IQ test, two achievement tests, and a demographic data gathering device. These were to be administered only once, prior to training. Some of the officers were so apprehensive about the IQ and achievement testing, however, that they failed to appear as scheduled. Plans were made to administer the tests after training was begun, since the training is not designed to change IQ or achievement level. At this time the testing has not been completed.

The officers' interactions with the inmates were also observed prior to training by two observers using the Behavioral Observation Index (BOI), a checklist instrument used to collect data on the frequency and kind of officer-inmate interactions. Each officer was observed for either a four-hour period or at least 75 interactions with inmates, whichever came first. These observations were made from September, 1971, through January, 1972, several months prior to training. To determine if there had been

any changes in the officers' behavior, an additional one-hour observation was made immediately before the training began in May, 1972. Each officer was observed for one hour or 25 interactions, whichever came first. The data tabulation is expected to confirm the preliminary indications that no changes were observed. Since a reliability check was made for the previous four hours of observation, none was made for the one-hour observation.

The pretraining assessment also included the use of the "M" technique in which a randomly selected group of 30 inmates ranked the correctional officer trainees along the dimensions of general caliber, fairness, concern about inmates' welfare, and punitiveness. To establish a reliability measure for the "M" technique data, the technique was administered to each of these men on two occasions one week apart, prior to training.

Third Cycle Training

The third cycle training began with a brief address on May 16, 1972, from the Commissioner of the Alabama Board of Corrections to the correctional officer trainees and selected Draper and Lab staff. Following the Commissioner's remarks, Draper's warden discussed the importance of such training to corrections. The next two weeks were used to finalize training schedules and to complete the arrangements for the classroom portion of the training.

Phase I of the training, the classroom portion, began on May 31, 1972, and lasted approximately five weeks, ending on July 5, 1972. The officer trainees were scheduled to complete two of the ten booklets each week, one hour per booklet, with a two-hour session each week for discussion of the material in the booklets and any suggestions for content changes. Most trainees needed only an average of 30 minutes to complete a booklet rather than the full hour allotted, but the discussion sessions generally lasted the entire two hours.

Each officer trainee took a pretest (called a *baseline check*) prior to beginning each booklet. After completing the

booklet, he took the same test as a posttest (called a *progress check*). The word "test" was purposely avoided because of the anxiety exhibited earlier by the officers in regard to the IQ and achievement tests.

Phase II of the training was to cover a four-month period during which each officer trainee would conduct a practicum exercise either in the institution or on the farm. All trainees were to receive a weekly reliability check and to present their data regularly to Lab staff for review. The goal of the practicum phase was to maximize the effects of training in an on-the-job situation and to aid in the evaluation of the officers' ability to apply behavior modification techniques in the correctional setting. However, unforeseen changes in the institution administration and a shift in institutional concerns delayed the start of the practicum exercises. As of August 31, the practicum phase for this cycle of training is in doubt.

Motivational Components

Phase III COT incorporated motivational techniques which had not been used in the two previous training cycles. One technique used was the inclusion of administrative staff among the participants to demonstrate the interest of the administration in the training. The training officer from the Alabama Board of Corrections, Draper's assistant warden, and Draper's classification officer were to go through the booklets each week and then attend the discussion session to add their comments. However, due to other commitments, the attendance of the administrative staff was irregular and did not appear to have a significant, motivating influence on the officer trainees.

Another motivational component of the training was the opportunity for each trainee to earn a small amount of money each week. The maximum amount any trainee could earn in any week in Phase I of the training was $5, contingent upon punctual attendance and booklet completion. Although hard data are not available on the effectiveness of this motivational technique, it appears that

much of the officers' hesitancy observed in the previous two cycles of training was overcome. Many of the officers came to class ahead of time, which never occurred in the previous training cycles, and several called to make up class sessions they had missed. Some officers were not this motivated, however, necessitating phone calls to them or to their supervisor to prod them to attend.

Each officer was also to have been paid a maximum of $5 each week during Phase II of the training, the practicum phase. Payment was to have been contingent upon the officers' weekly collection and presentation of required data. Because of the uncertainty regarding the practicum exercises, the effect of such payment as a motivational technique cannot be determined at this time.

Posttraining Assessment

The posttraining assessment for the third cycle training has been hampered by two complications: loss of subjects and uncertainty regarding the practicum exercises. Originally, 12 experimental and 10 control subjects were chosen by the selection committee. Of these officers, however, only 9 completed the series of booklets, and only 8 control subjects remain. Two of the experimentals were dropped because of serious learning problems which were not discovered until after training began. The other officers either resigned or moved to other jobs within the Board of Corrections. Subject loss is, however, to be expected, particularly in an institutional system in which the rate of employee turnover is fairly high. At this point, enough experimentals and controls remain to allow comparison through the "M" technique and observations made with the BOI, both of which were administered immediately after completion of the series of booklets.

Of much greater significance is the delay and probable elimination of the practicum exercises. These exercises were to have been a key part of the posttraining assessment, demonstrating whether the officer trainees could indeed apply the principles of behavior modification which they had

been taught. It was also considered important that the trainees receive personal supervision during the initial use of their new skills. The first two cycles of training, which did include the successful completion of practicum exercises, will be evaluated on the basis of those practicums. However, the third cycle must, of necessity, be evaluated somewhat differently.

The effectiveness of the training booklets used in this cycle can be gauged only by the "M" technique, the BOI observations, and, most specifically, by the pre to post gain scores on the individual booklets. Preliminary data show a 37 percentage point gain averaged over the pre- and posttests on the first six booklets. Other data are not yet tabulated or analyzed.

Plans for the Next Quarter

Revision of the first 10 training booklets will begin during the next reporting period, based on classroom experience and discussions. The information on graphing and contracting for behavior which was to have been a part of the practicum exercises is being prepared in booklet form to complete the training series. Two booklets were drafted in the present reporting period; these are to be printed and three additional booklets are to be prepared during the next quarter. The total number of booklets in the training package is now anticipated to be fifteen. The possibility of a limited tryout of the five new booklets with some of the third cycle trainees is being considered.

Tabulation and analysis of data gathered during the training will continue, with tentative plans for another administration of the "M" technique and the BOI in October. This would provide three-month posttraining assessment data and would indicate any "carry-over" effect of the training. The final report on all three cycles of COT will also be drafted during the next quarter.

LONGITUDINAL FOLLOW-UP STUDIES

The ultimate measure of the effectiveness of an institutional treatment program is the behavior of the released offender--does his postrelease behavior indicate that he is indeed rehabilitated? Despite the obvious need for information on the ex-offender's activities in the community, follow-up is a relatively new and often inadequately planned component of program evaluation. Much of the difficulty in planning for follow-up results from a confusion about what to measure and how. Discussion of recidivism and adjustment to society is prone to bewildering terminology and questionable interpretation. When defined in terms of behavior, however, societal adjustment and recidivism can be measured with certain behavioral assessment instruments.

The follow-up studies conducted by the Lab use a behavioral approach to evaluate and validate institutional intervention programs in terms of postrelease performance of the participants and comparison groups. These studies seek to develop and apply a methodology for measuring and assessing the behavior patterns of released offenders, as well as determining the behavioral demography of these men over time.

To measure behavior, instruments are being developed and refined which are predictive of the presence or absence of law violation, criminal behavior, and recidivism. In the process of developing these instruments, efforts are made to identify postrelease behaviors leading to recidivism and those conducive to successful societal adjustment. Additionally, it has been necessary to analyze the criterial dimension of law violation and criminal behavior into its functional components. At the same time, identifying the factors involved in recidivism and criminal behavior provides specific bases for intervention, treatment, and retraining programs, both in the institution and the community, by indicating the behavioral areas in which these are needed.

'69 Follow-Up

The first follow-up study conducted by the Lab, the '69 Follow-Up, was the initial step in the development of a systematic follow-up procedure. This study had three main objectives: (1) to establish a behavioral demography of the released offender; (2) to evaluate institutional MDTA training; and (3) to develop and refine instruments which would predict law violation, criminal behavior, and recidivism. Data were collected through face-to-face interviews with the study subjects, using an interview guide and other follow-up instruments.

The 173 study subjects included 106 MDT trainees and 67 non-trainees who had located within a 200-mile radius of Draper after their release. They were interviewed prior to release and at 3-, 6-, 12-, and 18-month intervals after release. A small group of the study subjects, both MDT trainees and non-trainee controls, had settled within a 50-mile radius of Draper and participated in a more intensive part of the study; these men were interviewed once weekly over a period of 18 months.

The data analysis, interpretation, and tabular presentation for this study are nearly completed, and a summary report is being prepared. In addition to the analyses being conducted on the Lab computer, a multiple discriminant analysis of a major portion of the study data is being conducted at Florida State University as part of a doctoral dissertation on the assessment of MDTA training. The outcomes show near-perfect agreement with the Lab results, with the employment variable, which includes job involvement, being most significant in all analyses.

While preparing follow-up data for computer analysis in August, 1971, an effort was made to definitely determine the status of each study subject in terms of law violation and recidivism. Since most of these men had been released for two to three years, a comparison of MDT trainees and non-trainee controls would show the long-range effects of MDT training. And, if patterns of law violation and

recidivism exist, the comparison might indicate what those patterns are. This evaluation of the study subjects' law enforcement status, called a 36-month comparison, has been incorporated into the '69 Follow-Up study.

Location of the subjects for the 36-month comparison began in May, 1972, using information from previous interviews and a variety of records to determine each man's current status. Fifty of the men have definitely been classified as recidivists. At this time, the location and status of 71 of the remaining 123 subjects has been verified, and preliminary data indicate a significant change in status from the time of the 18-month interview.

Design Changes in the '71 Follow-Up

As a result of experience gained in the '69 Follow-Up, the '71 Follow-Up incorporates several changes in the study design. A major change was the expansion of the two groups (MDT and non-MDT) to five groups, three of which are experimentally treated (MDT, ecological, and combination MDT-ecological). The comparison groups are trainees from the J. F. Ingram Trade School, which is located at nearby Frank Lee Youth Center, and a control group which received no training or experimental treatment. The 142 subjects in the '71 Follow-Up were released or paroled between October, 1970, and January, 1972.

Many of the design changes allow for more efficient use of staff time. For example, the area covered by the '71 Follow-Up is limited to a 50-mile radius of Montgomery and Birmingham, eliminating much of the time spent by the follow-up team in driving through rural areas to locate a few subjects. The subjects who settle in the study area are administered three interviews (prerelease, 3-6 month, and 12-15 month) rather than the five interviews previously used.

In the more intensive level of the study, some subjects are contacted and interviewed monthly in addition to the three standard interviews. The area for this portion of the study was reduced to a 25-mile radius of Montgomery. A

procedure instituted in January, 1972, in which these subjects were paid $2 for reporting to the downtown office for each of their monthly interviews, has resulted in further reduction of travel expense as well as saving staff time.

Follow-Up Instruments

Several instruments are used with the postrelease interview guide in the Lab's follow-up studies to assure systematic data collection. Two of these, the Environmental Deprivation Scale (EDS) and the Maladaptive Behavior Record (MBR), have proven to be highly predictive of law violation and recidivism. The focus of the EDS is on environmental input, while the MBR measures behavioral output. Technical bulletins describing the use of these instruments are being prepared. The manual for the use of the EDS in corrections will be printed during the next quarter; a draft of the MBR manual has been written.

In addition to these instruments, others are being developed and refined in response to needs which become apparent as data collection and analysis in the studies proceed. One of these, the Weekly Activity Record (WAR), is used to assess "free-world" behavior in terms of the way the ex-offender spends his time on a weekly basis. Data trends indicate that non-law violators, as contrasted with law violators, devote more time to work, physical activities, and hobbies and less to sleep, sedentary activities, and social and antisocial behaviors. A preliminary report is planned toward the end of 1972.

Two newer instruments are the Record of Institutional Behavior (RIB) and the Behavioral Incident Inventory (BII). The RIB is a preliminary checklist which investigates the role that institutional factors play in law violation and recidivism. Plans are to use this instrument in interviews dealing with daily prison behavior patterns and the "convict contra-culture." The focus of the BII, which is still in the early stages of development, is on critical events in the individual's early life experiences and the details of the developmental sequence of deviant behavior. The need has

also been recognized for an overall diagnostic device that will delineate areas of potential strength while pinpointing areas of deficit and excess in which intervention and retraining are required. Plans for the development of such an instrument are being made.

Data Collection and Early Trends

The '71 Follow-Up data collection continued through this reporting period, with the cumulative number of interviews given shown in Table 2.

Table 2

Cumulative Number of '71 Follow-Up Interviews as of August 31, 1972

Type Interview	Groups					
	MDT N=58	MDT & Ecology N=16	Ecology N=13	Control N=35	State N=20	Total N=142
Prerelease	58	16	13	35	20	142
3-6 Month	51	11	10	32	17	121
12-15 Month	22	3	2	19	5	51
Monthly	113	28	0	88	51	280

All of the 142 original subjects who are eligible have been administered the 3-6 month interview. Eligible subjects are those who have not moved away from the study area, returned to prison, or died. At this time, 51 of the 12-15 month interviews have been given, but all eligible subjects will receive this final interview, if possible, by November, 1972. The intensive monthly interviewing of study subjects within the 25-mile radius of Montgomery was terminated August 15, 1972, and the downtown office closed. All data collection will end as soon as possible after October 31, and analysis will continue during the next quarter.

As reported in the previous quarter, the data collected in the '71 Follow-Up are too incomplete to allow conclusive

findings, although early trends can be reported. The law violation and encounter percentages for each group are kept current, however. Table 3 shows these data through August 31, 1972. The length of time these men have been released or paroled ranges from 8 to 22 months. The percentages are based on the number of subjects indicated. The 14 subjects who have moved from the study area are not included, since complete information regarding their law encounters was not available.

Table 3

Cumulative Percentage of Law Violation and Encounters as of August 31, 1972

Law Enforcement Encounter	Groups				
	MDT N=53	MDT & Ecol. N=13	Ecol. N=10	State Trade N=19	Control N=33
Major law violators (recidivists) (Includes absconding)	30%	46%	10%	37%	33%
Major and minor law violators combined	55%	54%	40%	53%	48%
All law enforcement encounters (Includes above plus pick-up on suspicion, charges dropped, etc.)	60%	69%	50%	63%	58%

Figure 2 presents a closer look at the 39 men who recidivated by showing the length of time these men had been released or paroled when they recidivated. It appears that the most critical period of free-world adjustment is during the 3-6 month interval. There is also a rise in

recidivism at about the twelfth month. A more detailed analysis of recidivism will be presented in the final report on the '71 Follow-Up.

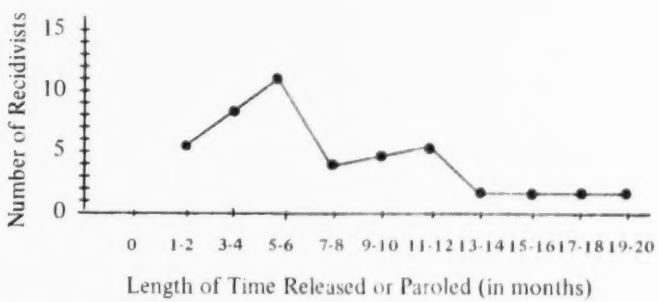

Fig. 2. Indicates critical periods of maladaptive behavior (recidivism) after release or parole into the free world.

Considering employment of the subjects in this study, 73% of the 51 subjects who received the 12-15 month interview were employed. The percentage of control group subjects who were employed and subjects who had received MDT training (the MDT and MDT-ecological groups) and were employed was quite comparable: 72% of the 25 MDT trainees and 68% of the 19 controls were employed. Of the 18 MDT trainees who were employed, 4 (22%) held a training-related job.

These trends are likely to change as the final interviews are administered and the data analyzed. A preliminary report of findings should be available by the end of 1972.

UTILIZATION

Products Completed

Employment Service (ES) Guide

The *Guide for Employment Service Counselors in Correctional MDT Programs* gives guidelines for ES counselors in developing jobs for ex-offenders, developing and placing trainees for those jobs, and providing follow-up in the form of supportive services and record keeping. Revisions were made to incorporate suggestions received from the national office of Manpower Administration and various state employment services who received the draft copy. The *Guide* was printed in this quarter and a copy mailed to each state employment service.

Correctional Officer Training Package

Eight booklets were printed in the June-August quarter, making a total of ten self-instructional booklets available for the tryout which began on May 31. An additional seven booklets are planned in the series, two of which have been drafted and approved. One of these booklets deals with contracting for behavior; the other drafted booklet and the remaining booklets will provide instruction in graphing. Revision of the first ten booklets will be based on the need for changes as indicated in the tryout.

EMLC Findings Sheets and Briefs

Two one-page *Findings Sheets* were prepared and printed during this reporting period, summarizing the Lab's Bonding Project and the results of a nationwide home furlough study. An *EMLC Brief* which gives an overview of the programmed instructional materials developed by the RRF was also printed.

Individually Prescribed Instructional (IPI) System Revisions

When it was learned that a book which was part of the System would no longer be available, the *IPI Prescribing Catalog Supplement* was written to provide replacements for

the modules of instruction taken from this book. Changes in the System also required revision of the *Establishing Guide*. Notices of the System changes and the availability of the Supplement were mailed to all known holders of the System.

Bonding Project Final Report

A final report on the results of a two-year bonding assistance demonstration project administered by the EMLC was prepared for printing. The project was designed to train bonding certification agents to provide fidelity bonding for ex-offenders.

Products in Progress

Environmental Deprivation Scale (EDS) Manual

The EDS, a 16-item behavioral assessment instrument, is used in the Lab's follow-up studies to measure the support for socially acceptable behavior provided by the environment. Data from these studies show the EDS to be predictive of recidivism. The manual, which is entitled *A Manual for the Use of the Environmental Deprivation Scale (EDS) in Corrections: The Prediction of Criminal Behavior*, describes the use of this instrument in corrections and gives suggestions for interviewing techniques. Revisions have delayed the printing of the manual until the next quarter.

Evaluation of Criminal Behavior: Theory and Practice

Two professional papers presented to the 1972 meeting of the Southeastern Psychological Association are being prepared in monograph form for printing. The monograph discusses the concept and practice of effective follow-up in corrections to determine the variables affecting recidivism.

EMLC Phase III Progress Report

A report on project progress for the third quarter of Phase III of the EMLC (March-May, 1972) is presently in draft form. Four correctional survey questionnaires are included as appendix material, along with correspondence

relating to assistance for released offenders to be provided by the Voluntary Association for Correctional Services (VACS).

Correctional Surveys

Four correctional survey questionnaires were prepared in the previous reporting period, seeking information concerning: (1) use of behavior modification in adult corrections, (2) study release programs for adult felons, (3) employment of ex-offenders in corrections, and (4) "good time" policies in adult correctional institutions. The questionnaires were sent to 50 state correctional systems, to Guam, Puerto Rico, the Virgin Islands, the Canal Zone, and to the District of Columbia and New York City Departments of Corrections. At this time six agencies have not yet returned the questionnaires.

Technical Report on the Maladaptive Behavior Record (MBR)

The MBR is another of the EMLC follow-up instruments and is designed to assess the environmental conditions and the classes of behavior which appear to be critical to the success of the released offender. The instrument has been shown to be predictive of recidivism. The technical report on the MBR had been drafted and revised earlier; additional changes will be necessary before it is printed.

Picture Vocational Interest Inventory (PVII) Proposal

The proposed *Picture Vocational Interest Inventory* would be a vocational interest test which could be administered to either the reader or nonreader to assess his vocational interests before making plans for work or training. A proposal to develop the PVII was submitted by the RRF to the Social Rehabilitation Service in March, 1972. The committee review of the proposal is not expected until as late as December 30, 1972.

Behavioral Interview Guide (BIG)

As the EDS manual was being written, the need for a guide to behavioral interviewing became apparent. The BIG

is planned to present a more comprehensive discussion of behavioral interviewing than that contained in the EDS manual. A preliminary draft has been prepared at this time.

Individualized Reading System for Adults (IRSA)

Subject selection for the Lab's C-M studies has always required the elimination of subjects (*S*s) reading at a relatively low level, for these men were unable to use the basic education materials. To overcome such reading deficiencies, the Lab developed the *Individualized Reading System for Adults* (IRSA). The IRSA is graduated in six self-paced tracks designed to cover a broad range of reading needs, with initial track placement determined by the Tests of Adult Basic Education (TABE) locator test. Track I is a "reading readiness program" for the illiterate; Track VI, at the other extreme, covers grade equivalent (GE) ranges from 7.0 to 12.0. Most of the modules (instructional units) in each track are designed for individualized self-instruction.

Motivational techniques are built into the IRSA through the use of criterion tests for most modules. Passing the criterion test for a particular module exempts *S* from taking that module. He is then assigned the next priority module, and the procedure is repeated. The awarding of incentive points could be used with the IRSA, but has not because the present on-site tryout is closely connected with the Ecology Project, which awards token economy points.

*S*s are pretested with the TABE before entering the basic education program. Those reading below the 5.0 level as determined by M-level (medium) TABE testing spend the full half-day (two and one-half hours) in the reading program. After raising their reading level to 5.0, *S*s split their time between the basic education program and the reading program, continuing to strengthen their reading skills.

The on-site tryout of the system will provide an evaluation to be used in making revisions prior to the field tryout. The first *S*s started in the program on May 17, 1972, but rapid subject turnover has frequently interfered with data collection. Posttest scores are often unavailable, since

posttesting occurs after every 30 hours of instruction and inmate *S*s are subject to new institutional assignments or transfer with little or no notification. Thus a particular *S* may spend up to 30 hours in the reading program and appear to be making considerable progress, but his transfer or new assignment make his overall reading gain impossible to determine.

The reading program tryout, now under the direction of one of its developers, has a current enrollment of ten. Only six of these *S*s have been in the program long enough to be posttested. All of these *S*s began in the lowest track (Track I); most have progressed through Tracks I and II, and some are now in Track III. These *S*s were given the TABE as a pre-instructional test, on either the E (easy) level or M level. They were retested after each 30 hours of instruction, and the following table shows their grade placement scores and gains.

Table 4

Tests of Adult Basic Education

Reading

S	Test Level	Reading Vocabulary Hours of Study 0	30	60	Gain	Reading Comprehension Hours of Study 0	30	60	Gain	Total Reading Hours of Study 0	30	60	Gain
1	E	0.0	3.0	4.0	4.0	0.0	2.5	4.7	4.7	0.0	2.7	4.5	4.5
2	E	2.9	3.5	4.4	1.5	3.9	4.5	4.9	1.0	3.5	4.1	4.7	1.2
3	E	1.1	2.3	-----	1.2	2.5	3.7	-----	1.2	1.9	3.2	-----	1.3
4	E	2.6	3.2	-----	.6	3.0	4.1	-----	1.1	2.8	3.8	-----	1.0
5	M	6.4	6.8	-----	.4	7.4	8.9	-----	1.5	7.1	7.8	-----	.7
6	M	3.5	3.9	-----	.4	3.5	5.1	-----	1.6	3.6	4.6	-----	1.0

These gains are most dramatic when considered in terms of the individual *S*s. For example, *S*1 is an adult male, age 21. When he came into the reading program he could not

read well enough to take the locator test which determines which level of the TABE he would take as the pre-instructional test. Attempts were made to administer the E level TABE to him but with no success. He could not read well enough to complete any item on the reading test or the arithmetic reasoning test, although he could recognize and say 20 letters of the alphabet. He could, however, work the problems in adding, subtracting, multiplying, and dividing, scoring above the fourth-grade level. His program began with learning the alphabet and progress has been exceptional. He not only knows the alphabet and can write any word he sees in print, but can recognize and say over 1,000 basic sight words and read sentences and stories on his reading level. And, perhaps most important in terms of his personal gain, he has written his first letter home.

Being able to write a letter home provides a powerful incentive for many of these men. An inmate on the institution's custodial staff, a man in his late 50's, asked the program director to let him use the program materials in the evening so he could learn to read. He was especially concerned that the younger *S*s in the program should not learn that he, too, was in the reading program. He has been one of the most highly motivated students in the program, studying whenever possible, and has finally achieved his goal–he has written a letter to his wife. He can now read the letters he receives from her, too. His success also emphasizes the particular advantages of an *individualized* self-instructional reading program: the program director was able to assign the man the necessary lessons, which could be completed outside the classroom.

At this point in the tryout the need for several changes has become apparent. Basic readers should be included to aid in comprehension and to reinforce the use of vocabulary words being learned in the modules, for example, and new modules incorporating reading comprehension in subject matter areas like history and science may be added to Track VI. The exemption process in some modules has been omitted, since it has been found that students need the

module as a review or for reading development. The need for other changes has also been brought out in the tryout.

November 30, 1972, has been set as the tryout cutoff date, and the data analysis should be completed by January. This analysis is expected to indicate the need for additional revisions, which are planned for January, February, and March.

Product Distribution

Bimonthly Newsletter

Two issues of the Lab's bimonthly newsletter, *Pacesetter*, were printed and disseminated during the June through August period. Primary coverage was devoted to EMLC findings and work which have had impact in Alabama corrections. Specifically, articles concentrated on the Alabama Work Release Program, the Draper Correctional Center behavior modification program, and the new junior college program which was scheduled to begin on September 12 at Draper. (The junior college program will share EMLC facilities and will include several of the EMLC staff as teaching faculty members on a part-time basis.)

On the average, approximately 1,900 issues of *Pacesetter* per month were sent out. This includes a basic, automatic mail out of 1,820 copies, plus about 100 more copies mailed out individually before the next issue. Visitors to the EMLC also receive copies of the newsletter.

Publications List

In addition to the some 8,000 copies of the RRF's 1972 publications list which were sent out prior to June 1, approximately 500 more were disseminated during this reporting period.

Other Publications Distributed

A total of 1,323 papers, reports, and *Pacesetter* handouts were distributed during the June through August quarter. Eight hundred and seventy-five were mailed out and

448 were handouts on-site. The average monthly dissemination is about 441 per month, a decrease of about 100 per month compared to the last quarter. (The decrease is largely attributable to the decrease in college student visitors during the summer vacation months.)

Those who received publications were largely from the following categories: (1) educational and psychological research, (2) adult corrections, (3) criminal justice, (4) vocational and MDT education, (5) community services, (6) mental health, and (7) juvenile corrections and services.

Technical Consultation

- Dr. John McKee consulted with the Alto Correctional Facility in Athens, Georgia. As part of the team made up of the Bureau of Prisons representatives and State Department of Education representatives, Dr. McKee helped review the academic and vocational programs and activity at the Alto facility. Consultation was for a full week period.

- Dr. Michael Milan consulted with The Experimental Manpower Laboratory operated by Mobilization for Youth, Inc. in New York City. The purpose of Dr. Milan's visit was to advise the Laboratory on possible future directions for their behavior modification programs.

- Drs. McKee and Milan spoke to representatives of the Oak Ridge Associated Universities in Oak Ridge, Tennessee, in regard to implementing behavior modification concepts in their ongoing programs.

- Several RRF/EMLC professional staff met with Mr. Jim Gormally, who represented Dr. Ray Fowler of the University of Alabama, concerning a survey of mental health needs in the Alabama prison system. RRF/EMLC staff included Drs. McKee, Milan, and Jenkins and Mr. Robert Smith and Mr. John Phillips.

- Dr. McKee now functions, by recent appointment, as Chairman of the Cooperative Area Manpower Planning Services (CAMPS) Manpower Research Committee on Financing for the Montgomery, Alabama, area.

- Several RRF/EMLC staff members have conferred with officials of the diagnostic unit of the Georgia prison system regarding the possible implementation of EMLC evaluative techniques and instruments in order to design training programs for the entire prison system. Of particular interest to the Georgia prison system was the EMLC's Environmental Deprivation Scale (see section on *Products in Progress*).

- Mr. Robert R. Smith met with Mr. Gene Stephens and others from Georgia State University to explain the EMLC's correctional officer training work. Mr. Smith also met with Mr. James Granade of the Georgia Corrections Department to explain the EMLC's correctional officer training project.

Visitors

Visitors to the EMLC during this reporting period totaled 134, a large percentage of whom were educators and their classes, representing the fields of law enforcement, psychology, and education. A number of visitors were correctional institution staff. In addition to the showing of orientation films and a tour of the facilities, visitors often requested orientation to specific projects, notably the token economy, correctional officer training, the IPI System used in the contingency management study, and IRSA, the reading program. Out-of-state visitors came from California, Georgia, Tennessee, and Washington, D. C.

Of special note are the visits from Dr. Daniel Glaser and Mrs. Roberta Pieczenik. Dr. Glaser, from the University of Southern California, visited the Lab as part of his preparation for his forthcoming National Institute of Mental Health manual. The manual will focus on strategies for the close integration of research with operations and institutionalization of evaluative research as a routine aspect of correctional administration. Mrs. Pieczenik is conducting a survey for the Department of Labor's MDTA Correctional Projects.

Conferences, Seminars, and Workshops

- One of the highlights of the June-August period's workshop utilization was the OneAmerica Workshop hosted by the EMLC in Montgomery, Alabama. The OneAmerica project which prompted the workshop was providing aid to female offenders recently released from prison, specifically women released from the Federal Reformatory for Women at Alderson, West Virginia. The EMLC was chosen for hosting the workshop because of its extensive work in adult corrections, much of which is directed toward assisting the offender once he is released and back into the community. According to OneAmerica participants, the workshop was very successful and informative.

- Mr. John Phillips, EMLC administrative assistant, conducted an intensive, one-day, basic training workshop on the Individually Prescribed Instructional (IPI) System on August 17 in Athens, Georgia. The workshop was held at the request of the Training Division, Department of Offender Rehabilitation, the agency which encompasses both corrections and parole in the State of Georgia. Twenty-one academic supervisors and instructors from 14 correctional institutions plus two staff persons attended the workshop.

- Dr. John McKee attended the 8th Annual Conference and Exposition on Training and Education sponsored by the Professional Institute of the American Management Association. The conference, whose theme was "Managing an Educational Enterprise," was held in New York City on August 1-3.

Presentations to Professional Meetings

- Mr. Robert R. Smith, the EMLC's training coordinator, presented a conference paper on the EMLC's correctional officer training project to the 102nd Congress of Correction of the American Correctional Association in Pittsburgh, Pennsylvania, on August 23. The paper, which was accompanied by a slide presentation, covered the three cycles of correctional officer training which began back in 1970 and which are now near completion.

- Drs. John McKee and Michael Milan attended the annual meeting of the American Psychological Association in Honolulu, Hawaii. Presentations were made on the EMLC's correctional officer training project, which has provided line-staff correctional officers with basic knowledge of behavior modification principles in order to facilitate their work with inmates in an adult correctional institution.

Other Utilization Efforts and Directions

University Teaching

As has been the case for the past couple of years, several of the EMLC professional staff have continued teaching on a part-time basis at the local extension of Auburn University in Montgomery, Alabama. Courses which staff teach and have taught include psychology, sociology, and penology. Dissemination of EMLC work through the university classroom channel has proven quite successful, generating considerable interest in the work of the EMLC at Draper and involving a number of students in that work.

In addition to teaching at Auburn University at Montgomery, several staff members are committed to teaching, on a part-time basis, in the new Alexander City State Junior College program which is to begin at Draper in September. This program, which will be using some of the physical facilities of the EMLC in the evening, will offer offenders the opportunity to earn two years of credit toward a full four-year college degree.

Course Development

Mr. Robert R. Smith, EMLC training coordinator, was given a special two-week assignment to organize and write the Military Occupational Specialty (MOS) Course in Corrections for the United States Army Reserve. The course is designed as a Program of Instruction (POI) and will be utilized within the Third Army area in this coming year with option for inter-Army area usage.

Work Release Involvement

The EMLC has had a strong interest in the new Alabama Work Release program; Mr. Robert Smith of the EMLC helped to draft the initial legislation for the state's program. Since its inception, EMLC staff have also outlined a format and plan for evaluating the new program's success. In addition, the EMLC now employs two of the participants in the work release program, both of whom have demonstrated themselves to be outstanding employees.

College Corps Program

The College Corps program continued through the summer with three participants: two men from Mississippi State University and a young lady from Montgomery who attends Boston University. Upon the resignation of the chief learning manager for basic education, one of the men was hired on a permanent basis to fill that position.

Graduate Dissertation

Dr. W. O. Jenkins, director of the EMLC's follow-up project, acted as unofficial research advisor to a Ph.D. candidate from Florida State University who was dealing with the matter of the postrelease effects of MDT training. In the course of the work, EMLC data were used for computer and multivariate discriminant analysis relevant to the question of MDT effects. One of the interesting outcomes of the study was the affirmation of the Environmental Deprivation Scale's (see section on *Products in Progress*) predictive value for released offender's success or failure.

EMLC Proposed Merge with University of Alabama

During this period, preliminary discussions were held with officials from the University of Alabama Psychology Department concerning a proposed merger of the Rehabilitation Research Foundation (EMLC host agency) with the university. Preliminary plans were made for at least one unit of the RRF to be located on the university campus. Such a move would, of course, open new channels of professional resources and utilization to the EMLC.

New Warden at Draper Correctional Center

During this period, Mr. John C. Watkins, warden of Draper Correctional Center since the beginning of the EMLC there, resigned from his position and accepted another position with the Alabama Board of Mental Health. Consequently, the EMLC was involved during this period in helping assure a smooth administrative transition for the new warden at Draper, Mr. Dan Lowery, primarily as administrative workings relate to ongoing EMLC institutional projects. To date, the EMLC projects have continued with a solid relationship between EMLC activities and institutional priorities.

Audiovisual Presentations

- In preparation for the meeting of the Annual Congress of Correction of the American Correctional Association (ACA), a new slide presentation on the correctional officer training project was prepared. The slide presentation was delivered not only at ACA in Pittsburgh, but also in Hawaii at the meeting of the American Psychological Association. In addition, the slide presentation is available and has been used on-site for EMLC visitor orientations.

- On almost all occasions, new visitors to the EMLC were shown an orientation film, which has been of great value in capsulizing a large amount of information in a short time and effective format. All EMLC slide and film presentations undergo periodic updating changes to keep abreast of recent alterations in EMLC work.

SUMMARY

Phase II studies continued in this reporting period, with several products being printed and others nearing completion. Highlights of the progress made in the various studies follow.

Token Economy (Ecology) Project

The influence of the token economy in EMLC Phase II has been expanded by including behaviors which occur off the Unit as well as those occurring on the Unit; i.e., behaviors on the institution farm and in the basic education component. The token economy phase, scheduled to begin last quarter, was delayed until July 10 of this quarter to allow evaluation of a token-economy-like procedure begun by the institution to increase production on the farm. A conclusive comparison of the effects of the institution's farm procedure and the Lab's token economy cannot be made at this time due to the relatively short length of time the token economy has been in operation.

Contingency Management

The present C-M study forms the basic education component of the Ecology Project; the subjects are Unit residents and earn token economy points. Multiple baseline techniques existed in this reporting period in which token economy points were awarded non-contingently and the institutional points which were part of the institution's farm procedure were awarded contingent upon on-task behavior. Baseline data were collected on both the individual *S*s and the entire group. Six *S*s earned GED (high school equivalency) certificates during this period.

Correctional Officer Training (COT)

Phase I of the training, the classroom portion, began on May 31 and continued through July 5. The officers completed two of the ten self-instructional booklets each week, with a two-hour discussion period scheduled weekly. Preliminary data show a 37 percentage point gain averaged

over the pre- and posttests on the first six booklets in the COT training package.

Phase II of the training was to cover a four-month period during which each officer trainee would conduct a practicum exercise either in the institution or on the farm. However, due to unforeseen changes in the institution administration and a shift in institutional concerns, the practicum phase for this cycle of training is in doubt. The information on graphing and contracting for behavior which was to have been a part of the practicum exercises is being prepared in booklet form to complete the training series, now anticipated to consist of 15 booklets.

Longitudinal Follow-Up Studies

The data analysis, interpretation, and tabular presentation for the '69 Follow-Up study are nearly complete, and a summary report is being prepared. Location of the subjects for the 36-month comparison of MDT trainees and non-trainees continues, with preliminary data indicating a significant change in law enforcement status from the time of the 18-month interview.

In the '71 Follow-Up, all of the 142 original subjects who are eligible have been administered the 3-6 month interview. At this time 51 of the 12-15 month interviews have been given, but all eligible subjects will receive this final interview, if possible, by November, 1972. The downtown office was closed and the intensive monthly interviewing procedure terminated August 15. All data collection will end as soon as possible after October 31.

Utilization

Though the scheduled utilization activities, such as the dissemination of published materials and papers, continued as usual, this quarter's main utilization activities concentrated more upon workshops, technical consultation, and attendance at professional meetings. Considerable progress was also made on a number of Lab products.

The Lab sponsored a workshop for OneAmerica, a group of women working with released female offenders. The workshop required a great deal of planning and coordinating effort from Lab staff, and was quite successful. The IPI workshop sponsored by the Lab was also a significant contribution to this quarter's utilization effort.

Technical consultation with the Georgia Prison System, with Mobilization of Youth in New York, and with Oak Ridge Associated Universities in Oak Ridge, Tennessee, highlighted the Lab's direct utilization of behavior modification experiences in a correctional setting. Similarly, presentations made to the annual meetings of the American Correctional Association and the American Psychological Association were based on the Lab's behavior modification training program for correctional officers: the program teaches line staff the basic concepts and techniques of behavior modification as it relates to controlling inmate behavior.

Work continued on such special products as the Individualized Reading System for Adults and the revision of the Individually Prescribed Instructional System. Since this quarter covers the operational period for the main Lab projects (Ecology, Follow-Up, Contingency Management, and Correctional Officer Training), work on materials for publication, either by the Lab or other agencies, was somewhat decreased. However, work did continue on the preparation of such key technical reports and products as the Environmental Deprivation Scale manual, the Correctional Officer Training booklets, and the technical reports for the Token Economy and Follow-Up projects.

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